

## SD State Standards Disaggregated English Language Arts

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|----------------|-------------------|-------------------------|-----------------------------|---------------------|---|
| <b>Strand:</b> | Writing Standards | <b>Anchor Standard:</b> | Production and Distribution | <b>Grade level:</b> | 4 |
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### Standards Relating to Production and Distribution

4.W.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

4.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)

4.W.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. With guidance and support, use technology, including the internet, to enhance writing.

- a. Produce and publish writing.
- b. Interact and collaborate with others.
- c. Demonstrate sufficient keyboarding skills to type.

### Production and Distribution: Relevance and Essential Questions: What’s the point?

| <p style="text-align: center;"><b><i>Essential Questions</i></b><br/><i>(Drive Intellectual Curiosity-The Hook)</i></p>   | <p style="text-align: center;"><b><i>Big Idea Statements</i></b><br/><i>(What students need to discover)</i></p>   |
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| <p>What is the writer’s purpose: to inform, explain, persuade, or entertain?</p> <p>What language, organization, or style is most appropriate for the writing task and purpose?</p> <p>How does a writer determine if a piece makes sense to the reader and stays on topic?</p> <p>What sort of guidance or support do writers need and who is best to provide it?</p> <p>How can writers revise their work to improve it?</p> <p>What tools can writers use to fix their spelling, punctuation, grammar, etc. so that the information is clear to the reader?</p> <p>Who can writers ask to read and respond to their writing with honesty and attention to details?</p> <p>What tools or technology options would best fit the writing task and audience?</p> | <p>Different types of writing have a different purposes. After a writer has determined the purpose of their writing, they will select the organizational structure that matches the purpose. See standards W.4.1-3.</p> <p>It is important that any piece of writing remains on topic and includes details specific enough that the reader can identify the topic and make sense of the piece.</p> <p>Peers and adults provide guidance and support to develop and strengthen writing during the planning, drafting, revising, and editing stages.</p> <p>There are many different platforms, programs, and websites that serve different writing purposes. It is important to think about your purpose,</p> |

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| <p>What tools or technology options would best fit in creating, working with others, and publishing?</p> | <p>product, and audience when determining which type of technology to use.</p>                              |
| <p>Why is it important for writers to type quickly and accurately?</p>                                   | <p>Demonstrating sufficient keyboarding skills to type increases the efficiency in completing the task.</p> |

| <b>Learning Progression: Production and Distribution (4.W.4 4.W.5 4.W.6)</b>   |   |   |
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| <b>Correlating Standard in Previous Year</b>   | <b>Number Sequence &amp; Standard</b>   | <b>Correlating Standard in Following Year</b>   |
| <p>3.W.4 With guidance and support, produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>          | <p><b>4.W.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</b></p>  | <p>5.W.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>   |
| <p>3.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)</p> | <p><b>4.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)</b></p>   | <p>5.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, editing, or rewriting. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)</p>  |
| <p>3.W.6 With guidance and support use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p>  | <p><b>4.W.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. With guidance and support, use technology, including the internet, to enhance writing.</b></p> <ul style="list-style-type: none"> <li><b>a. Produce and publish writing.</b></li> <li><b>b. Interact and collaborate with others.</b></li> <li><b>c. Demonstrate sufficient keyboarding skills to type.</b></li> </ul> | <p>5.W.6 With guidance as needed, use technology, including the internet, to enhance writing.</p> <ul style="list-style-type: none"> <li>a. Produce and publish writing.</li> <li>b. Interact and collaborate with others.</li> <li>c. Demonstrate sufficient command of keyboarding skills to type a minimum of one to two pages in a single sitting.</li> </ul> |

| Rigor and Cognitive Complexity   |  |  |
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| Know<br>(Factual)  | Understand<br>(Conceptual)<br>The students will understand that:   | Do<br>(Procedural/ Application)  |
| <p><b>4.W.4</b></p> <ul style="list-style-type: none"> <li>• Clear and coherent writing</li> <li>• Development</li> <li>• Organization</li> <li>• Purpose</li> <li>• Audience</li> </ul> <p><b>4.W.5</b></p> <ul style="list-style-type: none"> <li>• With guidance and support</li> <li>• Develop writing</li> <li>• Strengthen writing</li> <li>• Planning</li> <li>• Drafting</li> <li>• Revising</li> <li>• Editing</li> </ul> <p><b>4.W.6</b></p> <ul style="list-style-type: none"> <li>• With guidance and support</li> <li>• Technology/Internet</li> <li>• Produce</li> <li>• Publish</li> <li>• Interact and collaborate</li> <li>• Keyboarding skills</li> <li>• Enhance writing</li> </ul> | <p><b>4.W.4</b></p> <p>Task, purpose, and audience should be the focus when developing and organizing clear and coherent writing.</p> <p><b>4.W.5</b></p> <p>With guidance and support means that you are working with a peer or adult while utilizing tools (rubrics, checklists, etc.) to review your work.</p> <p>Writing can be strengthened by planning, drafting, revising, and editing.</p> <p><b>4.W.6</b></p> <p>With guidance and support means that you are working with a peer or adult while utilizing technology to produce and publish writing.</p> <p>Technology/Internet should be used to produce and publish writing.</p> <p>Demonstrating sufficient keyboarding skills to type increases the efficiency in completing the task.</p> <p>They should be able to type a minimum of one page in a single setting.</p> | <p><b>4.W.4</b></p> <p>Develop clear and coherent writing by focusing on the task, purpose, and audience.</p> <p>Organize clear and coherent writing by focusing on the task, purpose, and audience.</p> <p><b>4.W.5</b></p> <p>Seek guidance and support to develop and strengthen writing.</p> <p>Plan, draft, revise, and edit to develop and strengthen writing.</p> <p><b>4.W.6</b></p> <p>Seek guidance and support to utilize technology.</p> <p>Use technology/Internet to produce writing.</p> <p>Use technology/Internet to publish writing.</p> <p>Demonstrate sufficient keyboarding skills to complete the task.</p> <p>Type a minimum of one page in a single setting.</p> |

| Student Friendly Language   |
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| <p><b>4.W.4</b></p> <p>I can organize my writing in a clear way for my purpose and audience.</p> <p><b>4.W.5</b></p> <p>I can plan and draft a piece of written work.<br/>I can improve my written work with guidance from others through revising and editing.<br/>I can seek guidance and support from peers and adults.</p> <p><b>4.W.6</b></p> <p>I can seek guidance and support to use technology from peers and adults.<br/>I can use technology/Internet to produce my writing.<br/>I can use technology/Internet to publish my writing.<br/>I can accurately type at least one page in a single setting.</p> |

| Key Vocabulary  |  |  |
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| <b>4.W.4</b> <ul style="list-style-type: none"> <li>• Clear and coherent writing</li> <li>• Development</li> <li>• Organization</li> <li>• Purpose</li> <li>• Audience</li> </ul> | <b>4.W.5</b> <ul style="list-style-type: none"> <li>• With guidance and support</li> <li>• Develop writing</li> <li>• Strengthen writing</li> <li>• Planning</li> <li>• Drafting</li> <li>• Revising</li> <li>• Editing</li> </ul> | <b>4.W.6</b> <ul style="list-style-type: none"> <li>• With guidance and support</li> <li>• Technology/Internet</li> <li>• Produce</li> <li>• Publish</li> <li>• Interact and collaborate</li> <li>• Keyboarding skills</li> <li>• Enhance writing</li> </ul> |

**Relevance and Applications:** How might the skills in the standards be applied at home, on the job or in a real-world, relevant context?

- We can complete written response questions on job or college applications.
- We can write a news article or letter to the editor.
- We can author a book or magazine article.
- We can email for personal or professional reasons.
- We can write letters, essays, and thank you notes.
- We can communicate with others (boss, co-workers, customers) in your job.
- We can seek guidance form peers, friends, co-workers, etc. when creating, editing, and revising written documents for various reasons and purposes.
- We can use technology and choose the best technology resources to support everyday life.
- We can seek guidance form peers, friends, co-workers, etc. when utilizing technology.
- We can use technology to interact and collaborate with others e.g., start our own blog or publish a book online.
- We can type quickly and efficiently to complete our tasks within expected time frames during the work day.

**Resources**

<https://doe.sd.gov/octe/ELA-resources.aspx>

## Achievement Level Descriptors

### Production and Distribution:

4.W.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

4.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)

4.W.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. With guidance and support, use technology, including the internet, to enhance writing.

- a. Produce and publish writing.
- b. Interact and collaborate with others.
- c. Demonstrate sufficient keyboarding skills to type.

| Level 1   | Level 2  | Level 3  | Level 4   |
|---|--|--|---|
| <p>Students should be able to provide minimal evidence that they can</p> <ul style="list-style-type: none"> <li>• Write simple opinion pieces, in which there may be a poorly stated opinion about a topic or source; minimal attendance to purpose and audience; few organized ideas; little statement of a context and focus; and inclusion of few structures and transitions for coherence, few supporting reasons/evidence, and an underdeveloped conclusion.</li> <li>• Write simple informational/explanatory texts, in which there may be minimal attention to purpose and audience, minimal evidence of organization of ideas, underdeveloped focus, few structures and transitional strategies for coherence, minimal evidence and elaboration, and an underdeveloped conclusion.</li> </ul> | <p>Students should be able to provide partial evidence that they can</p> <ul style="list-style-type: none"> <li>• Plan and write opinion pieces, in which there may be occasionally a poorly stated opinion about a topic or source; attendance to purpose and audience; organization of ideas by stating a context and focus; and inclusion of structures and transitions for coherence, some supporting reasons/evidence and elaboration, and a conclusion.</li> <li>• Plan and write full, informational/explanatory texts, in which there may be some attention to purpose and audience, some organization of ideas and focus, inclusion of some structures and transitional strategies for coherence, some evidence and elaboration, and an underdeveloped conclusion.</li> </ul> | <p>Students should be able to provide adequate evidence that they can</p> <ul style="list-style-type: none"> <li>• Plan, write, revise, and edit full opinion pieces, demonstrating the ability to state opinions about topics or sources; attend to purpose and audience; organize ideas by stating a context and focus; and include structures and appropriate transitions for coherence, develop supporting reasons/evidence and elaboration, and a conclusion.</li> <li>• Plan, write, revise, and edit full, informational/explanatory texts, attending to purpose and audience, organizing ideas by stating a focus, including structures and appropriate transitional strategies for coherence, including supporting evidence and elaboration, and developing an</li> </ul> | <p>Students should be able to provide thorough evidence that they can</p> <ul style="list-style-type: none"> <li>• Plan, write, revise, and edit full, complex compositions, demonstrating specific narrative techniques, or appropriate transitional strategies for coherence, and author's craft appropriate to purpose.</li> <li>• Plan, write, revise, and edit full, complex informational/explanatory texts, attending to purpose and audience, efficiently organizing ideas, keeping a strong focus, including structures and appropriate transitional strategies for coherence, strong supporting evidence and elaboration, and a well-developed conclusion.</li> <li>• Plan, write, revise, and edit complex opinion pieces, demonstrating the ability to state opinions about topics</li> </ul> |

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| <ul style="list-style-type: none"> <li>• Write simple compositions, demonstrating minimal use of narrative techniques, structures, or appropriate transitional strategies for coherence.</li> <li>• With significant guidance from adults, use minimal technology to produce and publish writing, demonstrating minimal command of keyboarding skills to type less than one page in single setting.</li> </ul> | <ul style="list-style-type: none"> <li>• Plan and write full, compositions, occasionally demonstrating narrative techniques, or appropriate transitional strategies for coherence, or author's craft appropriate to purpose.</li> <li>• With guidance from adults, use partial technology to produce and publish writing, as well as interact and collaborate with others, demonstrating partial command of keyboarding skills to type less than one page in single setting.</li> </ul> | <p>appropriate conclusion.</p> <ul style="list-style-type: none"> <li>• Plan, write, revise, and edit full, compositions, adequately demonstrating specific narrative techniques, or appropriate transitional strategies for coherence, and author's craft appropriate to purpose.</li> <li>• With guidance from adults, use technology to produce and publish writing, as well as interact and collaborate with others, demonstrating adequate command of keyboarding skills to type one page in single setting.</li> </ul> | <p>or sources; effectively attend to purpose and audience; efficiently organize ideas by stating a context and focus; and include more complex structures and appropriate transitions for coherence, develop strong supporting reasons/evidence and elaboration, and develop an appropriate, well-developed conclusion.</p> <ul style="list-style-type: none"> <li>• Use technology to produce and publish writing, as well as interact and collaborate with others, demonstrating thorough command of keyboarding skills to type more than one page in single setting.</li> </ul> |
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